

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**25Q021**

**School Name:**

**P.S. 021 EDWARD HART**

**Principal:**

**DEBRA BUSZKO**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: Edward Hart School Number (DBN): 25Q021  
Grades Served: Pre-Kindergarten – 5<sup>th</sup> Grade  
School Address: 147-36 26 Avenue Flushing, New York 11354  
Phone Number: 718-445-8833 Fax: 718-358-0891  
School Contact Person: Debra Buszko Email Address: Dbuszko@schools.nyc.gov  
Principal: Debra Buszko  
UFT Chapter Leader: Leslie Feldman & Sarah Waldman  
Parents' Association President: Betsey LoDestro  
SLT Chairperson: Ellen Singleton  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Jennie Cheng  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 25 Superintendent: Danielle DiMango  
Superintendent's Office Address: 30-40 Linden Place  
Superintendent's Email Address: Ddimango@schools.nyc.gov  
Phone Number: 718-281-7605 Fax: 718-281-7690

**Borough Field Support Center (BFSC)**

BFSC: Queens North Director: Lawrence Pendergast  
Director's Office Address: 28-11 Queens Plaza North Queens, New York 11101 4th Floor  
Director's Email Address: lpender@schools.nyc.gov  
Phone Number: 917-225-2020 Fax: 718-391-8320

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Debra Buszko	*Principal or Designee	
Sarah Waldman	*UFT Chapter Leader or Designee	
Betsey LoDestro	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tiffany Davis Nealy	Assistant Principal	
Ellen Singleton	Teacher	
Mariann Weiser	Teacher	
Felicia Gallo	Teacher	
Donna Vetter	Parent	
Christine Kraus	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
SuJean Hwang	Parent	
Denise Martinez	Parent	
Christine Coniglio	Parent	
	Member/	
	Member/	
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 21 is a large urban elementary school in Flushing, Queens, serving 1362 students in Grades Pre-K

-Grade 5. With 63% of these students eligible for free lunch; and 22% limited in English proficiency,

we face the many challenges that other Title I schools face in New York City. It's most unique characteristic is the size and complexity of the building. And yet in spite of the size and complexity, there is a culture where students feel safe, and supported, parents feel included and valued, and staff works tirelessly toward our continued success and improvement.

Through the Framework for Great Schools and the research of Dr. Anthony Bryk, our work is guided by the six essential elements of the Framework; Rigorous Instruction, a Supportive Environment, Collaborative Teachers, Effective School Leadership, Strong Family and Community Ties and Trust. A review of our 2014-15 School Survey which was completed by 100% of our parents and 96% of our teachers, it was found that we exceeded the Citywide Average Percent of satisfaction in all areas with the exception of Strong Family-Community. After carefully reviewing each question in the section, it was determined that our families want to participate in school by volunteering and meeting with their child's teacher more often. This will be a key area for us to focus on this school year.

Through each of these lenses, all members of the school community work cooperatively to achieve our mission which is *to know children well and prepare students academically, socially and emotionally, to meet the Common Core Learning Standards and ultimately to be college and / or career ready.*

In order to accomplish this goal, we are continuously engaged in inquiry; examining our work, exploring new strategies, and making revisions based on the findings and learning of our students. Based on the Framework and the District 25 Expectations and Beliefs, P.S. 21 has identified four priorities for the 2015-2016 School year.

- We will continue to identify and support those students at risk and provide the academic, social and emotional support for them to meet the Common Core Learning Standards.
- We will continue to nurture the professional growth of our staff members so they may be able to develop and deliver an instructional program grounded in the Common Core Learning Standards.
- We will continue to nurture the professional growth of all staff members so they may support our students including those Learning a New Language to develop and use the Academic Language needed for success.
- We will continue to provide a welcoming environment for families that develop strong partnerships grounded in trust.

In order for us to address our priorities, we have established strategic partnerships with outside providers.

Teachers College has been collaborating with P.S. 21 for more than 10 years, supporting our teacher's professional growth in teaching reading and writing. In addition, to developing the Common Core Aligned Units of Study in Reading and

Writing, our teachers are guided by on-site professional development and cycles of inquiry examining student work, revising their curriculum maps and revising their lesson plans to ensure students success.

For students at risk, (students mandated to receive services with an Individualized Education Plan and those identified as Level 1 on the 2015 New York State English Language Arts exam, our Special Educators use Leveled Literacy Intervention to supplement the Teachers College curriculum.

Go Math has been been our math curriculum for the past 5 years. This year, we have established a professional development partnership with Go Math to help us unpack the parts of the program that teachers are having difficulty accessing. It is our goal that our teachers will be able to structure their classes in a more center based approach to teaching math and hence raise students' performance on the New York State Mathematics examination. In addition to Go Math, we have access to the online Go Math program, and Mathletics, for students to practice fluency and problems solving.

For students at risk, (those identified as Level 1 on the 2015 New York State Mathematics exam our new Academic Intervention Service teacher will be dedicated to teaching math to at risk students in small groups. Using Focused Mathematics intervention, she will support students developing conceptual understanding and procedural knowledge of essential math skills and strategies.

In 2014, 51% of our students scored at Level 3 & 4 on the New York State Exams in English Language Arts and 63% scored at Level 3& 4 in Mathematics. In 2015, 50% of our students scored at Level 3 & 4 on the New York State Exams in English Language Arts and 65% scored a Level 3 & 4 in Mathematics. Although these percentages are noteworthy and far outperform the City's Performance of 30% and 32% respectively, it is our goal to increase the percentages of our students by an additional 3% in both English Language Arts and Math.

An analysis of our New York State Science data indicates that in 2015 96% of our students scored a Level 3 & 4. In 2014, 95% scored Level 3 &4.

In analyzing our state data, it was noted that our highest risk group of not meeting the standards on the New York State English Language Arts and Math exams is our students learning English as a New Language. With the implementation of the new Part 154 mandates, we realize that all teachers must be versed in teaching English as a New Language and hence are planning to support all teachers with new strategies to use to scaffold the learning for those students in our professional development plan. In addition, our school wide Instructional Focus will focus all of our teachers on teaching Academic Language and our students learning Academic Language. Our Instruction Focus states: *Students will develop skills in academic language to support arguments in discussion and writing across the content areas.* Finally, we have added an additional teacher and designated another teacher to coordinate and support this endeavour.

We have housed five full day Pre-K programs for the past 10 years. Each year we continue to serve 90 four year olds as they ground their experience and expand their understanding of themselves and others. All lessons and activities support the comprehensive state Pre-K learning standards and guiding principles known as the Pre kindergarten Foundation for the Common Core.

Our school continues to benefit from the partnership with our Councilman. Our RESO -A grants continue to give teachers and students access to technology to support teaching and learning. In addition to all classes having Smart boards and the school housing a computer lab, our on- line support programs including I-Ready, Imagine Learning, Myon & Mathletics support students learning at school and at home.

We also are recipients of a Boost grant from our councilman. This money, in addition to our Title I money, supports our students' arts education. We have three certified arts teachers on staff, one in Visual Arts, one in Music and one in Dance. Our additional partnerships include Ballet Tech, Carnegie Hall, City Center, New York Ballet, Leap, & New York Road Runners.

We are also in partnership with Samuel Field Y to provide a free on site after school program for approximately 150 children.

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## 25Q021 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1357	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		61.6%	% Attendance Rate	95.4%
% Free Lunch		62.7%	% Reduced Lunch	12.9%
% Limited English Proficient		12.1%	% Students with Disabilities	13.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.1%	% Black or African American	1.3%
% Hispanic or Latino		29.4%	% Asian or Native Hawaiian/Pacific Islander	58.7%
% White		10.0%	% Multi-Racial	0.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		10.34	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	2.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)	8.4
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		50.4%	Mathematics Performance at levels 3 & 4	62.8%
Science Performance at levels 3 & 4 (4th Grade)		95.9%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing	X		Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		N/A	Multi-Racial	YES
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The School Leadership (SLT) and Data Team conducted a comprehensive needs assessment of P.S. 21's data using the past three years students' performance on the New York State English Language Arts (NYS ELA exams for grades 3-5; a review of the New York State Mathematics exams (NYS Math) for grades 3-5; a review of the Running Records for students in K-2; a review of the Pre and Post Grade Assessments in Go Math for students in K-2; a review of the New York State Science exams in Grade 4. This data was closely examined; including disaggregated subgroups, trends identified.

Performance Gap Analysis: There continues to be a wide gap in achievement between English as a New Language (ENL) speakers and non- English as New Language (non-ENL) speakers.

There continues to be a wide gap in achievement between General Education students and Students with Individual Education Plans (IEPs)

#### Grade 3-5 2015 New York State English Language Arts (NYS ELA)

50% of all students tested performed at or above the State standard (Level 3 & 4) on the 2015 Spring NYS ELA; and 50 % performed below the State standard (Level 1 &2)

12% of all students with disabilities tested performed at or above the State standard (Level 3 & 4) on the 2015 Spring NYS ELA and 88% performed below the State standard (Level 1 & 2)

6% of all students learning English as a New Language (ENL) tested performed at or above the State standard (Level 3 &4) on the 2015 Spring NYS ELA and 94% performed below the State standard (Level 1 & 2)

#### Grade 3-5 2015 NYS Math

63% of all students tested performed at or above the State standard (Level 3 & 4) on the 2015 Spring NYS Math exam and 37% performed below the State standard (Level 1 & 2)

35% of students with disabilities tested performed at or above the State standard (Level 3 & 4) on the 2015 Spring Math exam and 65% performed below the State standard (Level 1 & 2)

25% of all students learning English as a New Language tested performed at or above the State standard (Level 3 & 4) on the 2015 Spring Math exam and 75% performed below the State standard (Level 1 & 2)

#### Grade 4 New York State Science Exam

96% of all students tested performed at or above the State standard (Level 3 & 4) on the 2015 Spring Science exam and 4% performed below the State Standard (Level 1 & 2)

#### Grade K-2 Teachers College Reading and Writing Project Benchmark Reading Levels

57% of all Kindergarten students met or exceed the expected 2015 End of Year Reading Benchmark as measured by their Running Record, 43% were approaching that standard

61% of all First Grade students met or exceeded the expected 2015 End of Year Reading Benchmark as measured by their Running Record, 39% were approaching that standard

71% of all Second Grade students met or exceeded the expected 2015 End of Year Reading Benchmark as measured by their Running Record, 29% were approaching that standard

A review of the performance data of all students from 2013 through 2015 indicates a 1% decline in the percentage of students meeting the Standard on the NYS ELA. (48%;51% 50%) An area of strength

A review of the performance data of students with disabilities through 2013 through 2015 indicate a 1% increase in the percentage of students meeting the Standard on the NYS ELA (13%,14%,14%) An area to Focus on

A review of the performance data of students learning English as a New Language indicates a 4% decline in the percentage of students meeting the Standard on the NYS ELA (10%,10%, 6%) An Area of Focus

A review of the performance data of all students from 2013 through 2015 indicates a steady increase in the percentage of students meeting the Standard on the NYS Math exams (59%, 63%, 65%) An area of Strength

A review of the performance data of students with disabilities through 2013 through 2015 indicates a 9% increase in the number of students meeting the Standard on the NYS Math exams (28% 26%, 35%) An area of Strength

A review of the performance data of students learning English as a New Language through 2013-2015 indicates a 12% decline in the percentage of students meeting the Standard on the NYS Math exams (22%, 37%, 25%) An Area of Focus

A review of the performance data of the fourth grade student on the New York State Science examination indicates 1% increase in the percentages of students meeting the Standard (95%, 96%) An area of Strength

A review of the performance data of our K-2 Reading Benchmarks indicate a steady increase in the percentage of students meeting the Grade Level Standard as measured by the Running Records (57% ,61% , 71%) Area of Strength.

A review of the performance data of our Second Grade Students' Running Record Data indicate 71% meeting the Grade Level Standard while 29% are not. Area of Focus

## **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will implement strategies to develop academic language to support arguments in discussion and writing across the content areas resulting in a 3% increase in students attaining a Level 3 or 4 on the New York State English Language Arts exam.

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>All Literacy, Math, Social Studies and Science are aligned to the Common Core Learning Standards.</p> <p>All teachers participate in professional development that is aligned with the Common Core Learning Standards and newly adopted city and state mandates.</p> <p>All staff participate in weekly professional development based on school-wide needs assessments, and professional interests.</p> <p>The Data Team meets for progress monitoring every six weeks to assess, analyze, and create revised action plans for students not meeting standards.</p> <p>Vertical and horizontal articulation amongst teachers and paraprofessionals around standards based instruction, positive behavior intervention systems, and best practices.</p> <p>The Arts teaching team collaborates with classroom teachers to support the infusion of the Blueprint for the Arts.</p> <p>School personnel provide parent trainings/workshops to deepen the home-school partnership.</p> <p>Teachers College Parent Calendar Days</p> <p>Go Math Parent Workshops</p> <p>Parent Workshop for parents of Students with Disabilities</p>	<p>All Students</p>	<p>9/15-6/16</p>	<p>All Staff</p> <p>Data Team</p> <p>Cabinet</p> <p>Pupil Personnel Team</p> <p>Parent Coordinator</p> <p>Guidance Counselors</p>

<p>Title I Monthly Meetings to deepen home school partnership</p> <p>All teachers utilize interactive technology- including web based programs, and researched based content area support to ensure that students are actively engaged in ambitious, intellectual activity and develop critical thinking skills</p> <p>All teachers utilize I-Ready, a web based program to diagnose, &amp; assign Common Core literacy and math lessons for students in school and at home.</p> <p>All classrooms utilize the workshop approach in literacy and mathematics to provide individual and small group lessons based on the needs of each learner.</p> <p>In every classroom there is a component of choice and student voice in terms of final products/projects.</p> <p>All students, including students of English as a New Language (ENL) and Students with Disabilities (SWD) use rubrics and checklists to self- monitor progress.</p> <p>All teachers confer with students providing real time feedback to promote independent practice.</p> <p>All students are exposed to the New York City Curriculum map for Go Math enriched with Engage NY modules to deepen mathematical thinking and practice.</p> <p>Pupil Personnel Team meets biweekly to monitor Academic Intervention services for students at risk and to review and discuss interventions and progress of targeted students.</p>			
<p>Special Education &amp; Academic Intervention Teachers provide targeted instruction in small groups to all Level 1 students using LLI (Leveled Literacy Intervention) and /or Go Math, Focused Mathematics Intervention, TouchMath , Mathletics</p>	<p>All Level 1 students</p>	<p>9/15-6/16 In six week cycles</p>	<p>3 Special Education Teachers provide AIS &amp; Mandated Services</p>

Special Education Teachers provide small group targeted instruction to all Level 1 & 2 students using LLI (Leveled Literacy Intervention) and Go Math, TouchMath, Mathletics	All Level 1 & 2 students	9/15-6/16	Special Education Teachers in Collaborative Team Teaching/ /Self Contained classes
ENL teachers provide small group targeted instruction to all Level 1 & Level 2 students using LLI, Imagine Learning, Go Math, Mathletics	All Level1 & Level 2 ELL students	9/15-9/16 9/15-9/16	ENL Teachers All Classroom Teachers
Classroom teachers provide guided reading, as part of their Literacy block to all students .	All students	9/15-9/16	2 Guidance Counselors
Guidance Counselors provide mandated and at-risk services to reluctant learners and targeted students. When necessary outside referrals are made.	Students identified by teachers and/or parents	Bi-Monthly 9/15-9/16	Parent Coordinator, Teachers, Guidance Counselors
Parent Coordinator, Teachers, and Guidance Counselors provide parent workshops and outreach to parents of at-risk students including Students with Disabilities and ENLs.	All Parents		Staff, Parents & Students
School's Core Values of Respect, Responsibility and Kindness are taught and lived everyday by the school community. This and a strong commitment to communication with parents foster trust among the school community.	Staff, Parents & Students		

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Additional Academic Intervention teacher, 3 Special Education teachers, Focused Mathematics Intervention Kits, Leveled Literacy Intervention Kits, Guided Reading Library, Teachers College and Go Math on site professional development, On line subscriptions including Imagine Learning, Go Math ,Mathletics, MyOn, I-REady.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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Students' progress is monitored every 6-8 weeks by the classroom teacher (Running Records and Math Unit Assessments) At-risk student progress is monitored every 6 weeks by data team. Special Education student progress monitored every 6-8 weeks. ENL student progress is monitored every 6-8 weeks by data team.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The School Leadership and Data team conducted a comprehensive needs assessment for P.S. 21 Q including a review of the 2015 New York School Survey, the Safety Committee minutes and recommendations; Parent Teacher Association//Title I Executive and General Meeting minutes; Pupil Personnel Team minutes; 2014-2015 Incident Location & Code Analysis of Level 1-5 Incidents, 2012-2015 Overall Attendance, All student performance data listed in Needs Assessment in 5A.

2014-2015 School Survey Results indicated:

93% of Parents responded to the 2015 New York City School Survey, compared to city average of 49%. Area of strength

92% of Teachers responded to the 2015 New York City School Survey, compared to city average of 81%. Area of strength.

In the area of Rigorous Instruction there was a 90% positive responses, compared to city average of 91% Area of Strength

In the area of Supportive Environment there was 94% positive responses, compared to city average of 92% Area of Strength

In the area of Collaborative Teachers there was a 94% positive responses, compared to city average of 89% Area of Strength

In the area of Effective School Leadership there was a 87% positive responses, compared to city average 81% Area of Strength

In the area of Strong Family-community Ties there was a 82% positive responses, compared to city average of 85% Area of Focus

In the area of Trust there was a 95% positive responses, compared to city average of 91% Area of Strength

100% of the teachers responded that students are safe in the hallways, bathrooms, locker rooms and cafeteria of the school. Area of Strength

Safety Committee minutes recommended review of the exits during fire drills. Area of Focus

Safety Committee minutes recommended a review of the after- school bus dismissal procedures. Area of Focus

Parent Teacher Association /Executive minutes recommended a drop off area "valet" during entrance. Area of Focus

2014-2015 Incident Location Analysis Level 1-5 Incidents indicates fewer incidents over the course of three years.

Area of Strength to continue to focus on.

In 2015 Out of 53 incidents 9 occurred in the classroom and 6 occurred in the cafeteria.

In 2014 Out of 62 incidents 20 occurred in the classroom and 16 in the cafeteria.

2013-2015 Infraction Code Analysis Level 1-5

In 2015 out of 53 incidents 12 were an infraction of A33 Altercation and/or Physically Aggressive Behavior

In 2014 out of 62 incidents 14 were an infraction of A33 Altercation and/or Physically Aggressive Behavior

Over the past three years, overall attendance exceeds 90%. Area of Strength

In 2015 overall attendance was 96.50%

In 2014 overall attendance was 95.25

In 2013 overall attendance was 96.00%.

## **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the

identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all staff and students will help build a safe and inclusive culture through the continuation of the Positive Behavior Intervention System (PBIS) program resulting in a 1% decrease in Infraction Code A33 Altercation/ and or Physically Aggressive Behavior as reported in On- line Occurrence Reporting System (OORS)

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>PBIS Positive Behavior Intervention System (PBIS) Tier 1...Tier 2... and Tier 3 Interventions implemented daily, weekly and monthly.</p>	<p>All students  Pre-K – Grade 6</p>	<p>9/15-9/16</p>	<p>PBIS Team, Administration &amp; School Community</p>
<p>3 Academic Intervention Teachers</p> <ul style="list-style-type: none"> <li>• Provide ongoing cycles of support using Leveled Literacy Intervention to at risk students</li> </ul>	<p>At Risk Students</p>	<p>9/15-9/16</p>	<p>2 Special Educators  1 Academic Specialist</p>
<p>Grade 5 Departmentalized Teams :</p> <ul style="list-style-type: none"> <li>• Organized to enable the teachers to become content area specialists.</li> <li>• Initiate a step program for Grade 5 students to enter Middle School setting</li> <li>• Launch Student Led Conferences to empower the Grade 5 students to speak about their learning and development in Elementary School</li> </ul>	<p>All Grade 5 Students</p>	<p>9/15-9/16</p>	<p>Grade 5 Teachers and Administrative Team</p>
<p>2 Guidance Counselors</p> <ul style="list-style-type: none"> <li>• Support “lunch Box Club” (for students who are over-stimulated in large or noisy cafeteria environment)</li> </ul>	<p>All students  Parents</p>	<p>9/15-9/16  9/15-9/16</p>	<p>Pupil Personnel Team  Grade Leaders,  Guidance and Administrative Team</p>

<ul style="list-style-type: none"> <li>• Crisis Intervention Team</li> <li>• Provide Professional Development re: Chancellor’s Regulations</li> <li>• At-risk students participate in a Check In-Check Out program with key personnel daily</li> <li>• Initiate Whole School Initiatives “Stop out Bullying”</li> <li>• &amp; Warm up to Kindness</li> <li>• Provide workshops to teachers, parents &amp; students re social/emotion health &amp; well being</li> <li>• Make recommendations for outside counseling when appropriate</li> </ul> <p>Community Service and Enrichment Opportunities</p> <ul style="list-style-type: none"> <li>• Safety Monitors</li> <li>• Peer Mediators/Mentors</li> <li>• Weekly Enrichment Program</li> <li>• Classroom monitors</li> <li>• Partnership with the Inn (feeding the hungry)</li> <li>• Fundraiser for Nepal</li> <li>• Parent Teacher Association Laser Anti-bullying Show</li> <li>• Cross Curricular Art Program – Anti bullying written &amp; performed by Drama, Art and Dance students</li> </ul>	<p>Staff members</p> <p>5<sup>th</sup> Gr Students</p> <p>All students</p> <p>5<sup>th</sup> grade</p> <p>1<sup>st</sup> grade</p> <p>4<sup>th</sup> grade</p> <p>3-5 grade</p> <p>5<sup>th</sup> grade</p>		
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Instructional Resources: Leveled Literacy Instruction, Focused Mathematics Intervention, Imagine Learning, Mathletics, I-Ready, MyOn , Mathletics											
2 Guidance Counselors and 3 Academic Intervention providers, Classroom Teachers and Support Staff											
Master Schedule Organization including periods for Common Planning, Lunch Box, and Enrichment											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Monthly Safety Meetings, PPT, PBIS , PTA &amp; title I meetings and minutes will inform our next steps. Supervisory Inquiry will continue to address alignment with the Framework for Great Schools. Review of Infraction data at Monthly Safety meetings.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The Staff Development Committee conducted a comprehensive needs assessment for Professional Development at PS 21 and analyzed the following data to plan and deliver professional development for the 2015-2016 School year. Advance, 2013-2014 Quality Review, New York State English, Language Arts (ELA) and Math results including disaggregated subgroup data, school based needs assessments, exits slips from last years professional development.

#### Advance Data

10 Teachers were identified as Highly Effective, 63 as Effective and 1 as Developing on their Annual Professional Performance Review. Area of Strength

32 Teachers needed support in Domain #3 (on 3b & 3d in particular) on the Danielson Rubric as identified on the Measure of Teacher Practice.

#### Quality Review

On the 2013-2014 Quality Review it was stated that " further supporting the development of high level questioning strategies to enhance student engagement in rigorous tasks and deepen student thinking and participation in their learning " was noted in the What school needs to improve section. Area of Focus

#### New York State ELA Data

50% of all students tested performed at or above the State standard (Level 3 & 4) on the 2015 Spring NYS ELA; and 50 % performed below the State standard (Level 1 & 2) Area of Focus

12% of all students with disabilities tested performed at or above the State standard (Level 3 & 4) on the 2015 Spring NYS ELA and 88% performed below the State standard (Level 1 & 2) Area of Focus

6% of all students learning English as a New Language (ENL) tested performed at or above the State standard (Level 3 & 4) on the 2015 Spring NYS ELA and 94% performed below the State standard (Level 1 & 2) Area of Focus

#### New York State Math Data

63% of all students tested performed at or above the State standard (Level 3 & 4) on the 2015 Spring NYS Math exam and 37% performed below the State standard (Level 1 & 2) Area of Focus

35% of students with disabilities tested performed at or above the State standard (Level 3 & 4) on the 2015 Spring Math exam and 65% performed below the State standard (Level 1 & 2) Area of Focus

25% of all students learning English as a New Language tested performed at or above the State standard (Level 3 & 4) on the 2015 Spring Math exam and 75% performed below the State standard (Level 1 & 2) Area of Focus

Teacher Needs Assessment and Exit Slips

For Cycle One

54 teachers requested to work on Reviewing & Analyzing Students' Data including Running Records, On -Demand Writing, NYS ELA & Math scores, Student Profiles, Parent Surveys, Student Surveys.

7 Teachers requested to attend Positive Behavior Intervention System (PBIS) workshop.

2 Teachers requested to attend Citywide professional development in the Arts

10 Teachers requested to review Student Data with regard to specific subject areas ie. Science, Technology, Phys Ed & Health Education

## **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, establish a school culture for professional learning around the implementation of school wide focus on developing academic language and evidence in speaking and writing across the content areas as evidenced by 80% of our teachers teaching skills and strategies as measured by our Evidence of Academic Language & Evidence Rubric.

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>PS 21 has weekly professional development on Monday afternoons facilitated by teachers and administrators. The professional development is done in “cycles”. Cycles vary from 3-5 weeks depending on the content of the sessions.</p> <p>In addition to cycles of Professional Development there will be One Day Expert Groups facilitated by school personnel and outside experts</p> <p>The content of the cycles are based on information from our Quality Review, School Report card, Staff Assessments, Teacher feedback, and various types of student data.</p> <p>In addition to the Monday PD PS 21 also has other forms of Professional development :</p> <p>PD for the Arts:</p> <p>Carnegie Hall- Music City Center- Dance</p> <p>Leap - 2nd Grade Teachers</p> <p>Nutcracker Project- 4<sup>th</sup> grade Teachers</p> <p>Music Explorers- 1<sup>st</sup> grade teachers</p> <p>NYC Ballet- 1<sup>st</sup> and 2<sup>nd</sup> grade</p>	<p>All staff members including Classroom Teachers, Cluster Teachers, Service Providers and Paraprofessionals</p> <p>All staff members including Classroom Teachers, Cluster Teachers, Service Providers and Paraprofessionals</p> <p>Administrative Team, RTI, Special Educators, classroom Teachers when applicable</p> <p>All staff members including Classroom Teachers, Cluster Teachers, Service Providers and Paraprofessionals</p>	<p>9/15-6/16</p> <p>9/15-6/16</p> <p>9/15-6/16</p> <p>9/15-6/16</p>	<p>The administrative team monitors the professional development by doing multiple informal check-ins. In addition, the administrative team collects teacher reflections, parent feedback and student work products at the end of the cycle to assess the impact on student achievement.</p> <p>TC Staff Developers facilitate the professional development. The administrative team supports and monitors progress</p> <p>District Personnel DOE Personnel</p> <p>Administrative Team, RTI Team, Instructional Cabinet</p>

City Center ( Puppeteers- grade 3, Tango-Grade 5, Musical Theater Residency)

PD for Parents:

In partnership with our PTA, and Parent Coordinator, Parent meetings were revised to include more training on needs pertinent to parents and children.

A need assessment was sent to parents to ensure the training/workshops are responsive and timely.

Autism workshop presented by Guidance Counselors

PD for New Teachers:

New Teachers receive monthly PD facilitated by one of the Assistant Principals on pertinent topics including instruction, evaluation, family engagement, and data analysis, and preparing portfolio for tenure.

Mentor training for mentors from DOE

PD to support our ENL Teachers :

The out of classroom ENL Specialists attend regular professional development on enhancing the teaching and learning experience for ELL students provided by the Network.

Teachers are attending quarterly P.D. on brain research.

In collaboration with Imagine Learning LLC. ENL teachers participate in workshops to explain the Imagine Learning computer program.

ENL Specialists meet with classroom teachers during common preps to share researched based best practices.

PD to support/enhance Math Instruction:

Training for classroom teachers on Mathletics. Professional development provided by the creators of the online Mathletics program.

New Teacher training in Go Math provided by the DOE.

Coaching from the Math Specialist/ Assistant Principal with the Math Grade Level lead teachers.

PD to Support Technology

Teachers attend training sessions to learn new hardware and software skills on

MyON

Smart Notebook

IPads

Google Apps

PD from TC :

In collaboration with Teachers College Reading and Writing Project teachers receive 20 on site days of professional development using researched based methods for rigorous literacy instruction. The professional development sessions include demonstration lessons, book clubs, and direct coaching. In addition to the on site professional development days, teachers attend “calendar days”/workshops at the University. Teachers choose the workshops based on their professional goals and/or interest in the content.

The Principal also participates in monthly professional development from Teachers College Reading and Writing Project in a Principals’ Institute.

On-site PD days will support and *develop skills in academic language to support arguments in discussion and writing across the content areas.*

<p>PD from our District//Borough Field Office</p> <p>Monthly Principal meetings</p> <p>Monthly Assistant Principal meetings</p> <p>Monthly Special Education Liaison meetings</p> <p>Regular Data Specialist Meetings</p> <p>Chancellor Meetings with Elementary School Principals</p> <p>Principal conference calls with superintendent</p> <p>Guided Reading with the Literacy Specialist</p>			
<p>To support our Special Education students the special education teachers and service providers does the following:</p> <p>RTI/ PPT team meets bi-weekly to support at risk students</p> <p>During Professional Development Mondays classroom Teachers, Clusters, and Paraprofessionals have participated in SESIS training, Effective IEP writing, Crisis management training, FBA-BIP training. .</p> <p>Monthly Special Education meeting facilitated by the Special Education Liaison/Asst Principal.</p> <p>* To analyze student data, and revise instructional program.</p> <p>*Turnkey updates to Special Education Teachers and Support Staff.</p> <p>*Review SMART Goals and practice writing goals that are in alignment with CCLS.</p> <p>Special Education Mentor teachers support newer Special Education Teachers by coaching, doing demonstration lessons, and providing feedback on Special Education best practices and systems.</p>			

<p>All Units of Studies (reading, writing, social studies, and science) are aligned to CCLS and differentiated for students with special needs.</p> <p>During the Tuesday afternoons for “professional responsibilities” teachers use some of the time to review IEPs, and participate in conversations about best practices pertaining to Special Education.</p> <p>Cluster Teachers have been given summary forms that include services and accommodations for all the students they service. Special Education Teachers and service providers meet during designated periods plan, and or revise information pertaining to special education services.</p> <p>NYSAA Training</p>			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Contracting with Teachers College, & Go Math for Professional Development, Purchase of Units of Study in Reading & Writing & Go Math. Additional English as a New Language Teacher. Assignment of ENL Coordinator. Three Academic Intervention specialist assigned to students at risk including ENLs. Purchase of AIS curriculum including LLI & Math Intervention kits. Grade level common preps, PD Mondays.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Exit Slips for Teacher to provide Feedback</p> <p>Students work Products are examined pre and post cycle to determine content focus</p> <p>Administrative and Data team meet to monitor the progress of students participating in six week cycles of Academic Interventions: 11/9; 12/21; 2/9; 4/18; 6/7</p> <p>February Mid-Point Benchmark of all Data available to evaluate for Promotion in Doubt window</p>
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May 2016 -Evaluate the End of Year progress and hold Parent Meetings to discuss results and plan next steps for student achievement

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Review of NYS ELA data  Teachers College Running Records	Leveled Literacy Intervention  Foundations  Imagine Learning  I-ready	Small Group  One to One	During the school day and at home.
<b>Mathematics</b>	Review of NYS Math Data  Unit Assessments and Weekly problem Solving from Engage NY	Great Leaps  Mathletics  I-Ready  Engage NY Fluency Drills	Small Group  One to One	During the school day and at home
<b>Science</b>	Unit Assessments  NYS Science Exam	Foss Hand on Kits	Small Group  One to One	During the school day and at home
<b>Social Studies</b>	Teachers College  Running Records  Unit Assessments	Visual Learning through Discovery Education	Small Group  One to One	During the school day and at home
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Pupil Personnel Team/RTI Team Data analysis	At-risk small group  Peer Mediation /Mentors	Small Group  One to One	During the school day and at home

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
New Teachers receive support through Monthly AM meetings, Teacher Mentors, Demonstration Lessons, Common Planning periods, Inter-visitation.

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
See Professional Development Plan in Section 5C

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

#### 3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Parent Workshops, Open House Events, Cross Grade Curriculum Teams, Student Profiles, On-going professional development in all content areas and spring time visits with teachers for the following school year to bring familiarity to the Early Childhood students

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

MOSL Team, Grade Leaders, RTI team, PPT

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	521,541.00	X	5A; 5B; 5C
Title II, Part A	Federal	176,613.00	X	5A; 5B; 5C
Title III, Part A	Federal	25,584.00	X	5A; 5B; 5C
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	6,339,253.00	X	5A; 5B; 5C

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS 21Q]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[PS 21Q]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

#### **School-Parent Compact (SPC)**

**P.S. 21 Q** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **• School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- conducting individualized ENL conferences for each parent to discuss the progress of their child and receive information of supporting their child at home
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
  - supporting parental involvement activities as requested by parents;
  - ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
  - advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;
- **Parent/Guardian Responsibilities:**
- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
  - ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
  - check and assist my child in completing homework tasks, when necessary;
  - read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
  - set limits to the amount of time my child watches television or plays video games;
  - promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
  - encourage my child to follow school rules and regulations and discuss this Compact with my child;
  - volunteer in my child’s school or assist from my home as time permits;
  - participate, as appropriate, in the decisions relating to my child’s education;
  - communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
  - respond to surveys, feedback forms and notices when requested;
  - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
  - participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
  - take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
  - share responsibility for the improved academic achievement of my child;

• **Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

## Application for Immigrant Funding

**Requirements:** Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Division of English Language Learners and Student Support (DELLSS) and can only be used to provide supplementary services to immigrant students (who may or may not be ELLs). Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

For more information on Title III requirements, please see the School Allocation Memo or contact your BFSC's deputy director for English language learners.

**Directions:** Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by December 4 via email to your BFSC's deputy director for English language learners. Please refer to the SAM.

Part A: School Information	
Name of School: P.S21Q-Edward Hart	DBN: 25Q21
Name/Phone/Email Address of Contact Person: Suzanne Miller	
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)
Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____	
Total # of immigrant students (including ELLs) to be served: 200 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 5-7	
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> <li>• Rationale</li> <li>• Subgroups and grade levels of students to be served</li> <li>• Schedule and duration</li> <li>• Language of instruction</li> <li>• Number and types of certified teachers</li> <li>• Types of materials</li> </ul>	
Begin description here: The instruction supplemental program is an afterschool program that will be ongoing throughout the year. After reviewing both NYSESLAT/NYSITELL data and individual reading level benchmark levels, we determined that it would be best to work with our students in cycles, consecutively throughout the year. There will be a total of four cycles to the program. Three cycles will identify different subgroups of our ELL population and provide literacy and math support for those students at their individual levels. One cycle will be a project based instructional program focusing on STEM (STEAM) for our ELL students from grades 1-5. The program will run in four five-week cycles, two days a week for two hours each day.  Cycle 1: Nov 12-Dec 17-AIS/Transitional support Afterschool Attendance: 50 targeted expanding and commanding students, reading levels F-R in grades 1-5. Cycle2: Jan 13- Feb 11- Beginner/Intermedite Afterschool Attendance: 45 targeted entering, emerging and transitioning students, reading levels A-E;grades1-5. Cycle 3: March 2- March 31-Test taker Afterschool Projected attendance: 65 /85 invited; grades3-5 students of all levels who are testing in ELA and Math Cycle 4: May 4- June 2 -STEM Afterschool All ELL students (350) invited; grades K-5 Projected attendance: ~150  Contact person: Suzanne Miller-spetrilakmiller@schools.nyc.gov-718-445-8833  ENL teachers will be providing the instruction for this program in English. There will be four to five certified teachers working in this afterschool program. This number is dependent on numbers of students who will be attending the afterschool, with groups ideally of 9 or 10 students.	

Teachers will be using the leveled LLI program for literacy instruction and the online Mathletics program for math support. The STEM afterschool will use both art materials and building materials to create STEM projects.

### **Part C: Professional Development**

Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students.

Description should include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Begin description here:

In an effort to clearly identify and outline the instructional goals of the supplemental instructional afterschool program, all teachers in the Title III afterschool will attend professional development and planning meetings. These meetings will clearly outline the program and offer training in the LLI and Mathletics programs to be used for instructional support. Professional development will be provided by a representative from Mathletics and a staff member, Mrs. Calabrese, for the LLI program.

Teachers will also attend meetings at the onset and end of each cycle of the program to analyze data and to assess student progress. (Nov 2, Jan 5, Jan 23, April 19, June 7)

Professional development for the STEM program will occur at the onset of the program. Teachers will receive training from representatives from a partner group that are working collaboratively with.

Training date: Nov 3, 2015 for 2 hours Teaching staff: Mrs. Albanese, Mrs. Cangelosi, Ms. Karanfiloglu, Mrs. Miller, Mr. Podraza, Mrs. Yang, Mrs. Dans)

### **Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here:

At the beginning of the year, the parent coordinator, Mrs. Cheng, met with our panel of parents group to determine what support they would like the school to provide for them. The parents in our community have varied needs at multiple levels. For this reason, parent meetings are regularly held in the school to aid and assist parents in a variety of ways throughout the year. For each meeting held, translated flyers go home to each family announcing the meeting. These flyers are also posted in the building and on our homepage as well.

Mrs. Cheng, our parent coordinator, may also call parents directly to inform them of meetings that are taking place. We also utilize the app "remind" to remind the parents of upcoming meetings.

**Part D: Parental Engagement Activities**

Outside services visit the school and hold parent sessions. Homework help, testing, assistance with immigration and public services, how to prevent injuries in and around your home, CPR as well as health insurance are some examples of meetings that take place throughout the year. Usually meetings are in our school and last 1-2 hours long.

Additionally, we have set up Parent ENL classes. The parent coordinator sent out surveys to the parents, asking who would be interested in attending these classes. She has held an open house and a registration for the upcoming classes. Classes will be on Saturdays for 4 hours running throughout the year. The DOE offers these adult classes through the Offices of Adult Education. (OACE) Currently there is a projected attendance of 50 adults attending these classes.

**Part E: Budget**

**FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
Professional salaries (Schools must account for fringe benefits.) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High-quality staff and curriculum development contracts</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be:               <ul style="list-style-type: none"> <li>– supplemental</li> <li>– additional curricula, instructional materials</li> <li>– clearly listed</li> </ul> </li> </ul>	_____	_____
Educational software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>25</b>	Borough <b>Queens</b>	School Number <b>021</b>
School Name <b>Edward Hart</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Debra Buszko</b>	Assistant Principal <b>Tiffany Davis-Nealy</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related-Service Provider	Borough Field Support Center Staff Member <b>type here</b>
Superintendent	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	<b>7</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>1</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>1366</b>	Total number of ELLs	<b>314</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	314	<b>Newcomers</b> (ELLs receiving service 0-3 years)	269	<b>ELL Students with Disabilities</b>	27
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	39	<b>Long-Term</b> (ELLs receiving service 7 or more years)	6

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	269		15	39		7	6			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	26	34	15	12	6	4								0
Chinese	25	38	29	25	17	16								0
Russian														0
Bengali														0
Urdu	2	0	0	2	0	0								0
Arabic	0	1	0	0	0	0								0
Haitian														0
French														0
Korean	12	10	9	2	3	5								0
Punjabi														0
Polish														0
Albanian														0
Other	2	5	3	3	7	1								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	19	20	13	9	7	6								0
<b>Emerging</b> (Low Intermediate)	15	11	6	6	3	3								0
<b>Transitioning</b> (High Intermediate)	15	5	5	3	5	0								0
<b>Expanding</b> (Advanced)	18	38	19	9	16	9								0
<b>Commanding</b> (Proficient)	0	14	13	17	2	8								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total					0	2								0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	18	3	12		0
4	5	4	17		0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	9	3	5	6	5	5			0
4	2	2	5	5	7	5			0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1		0		15		10		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

The students are assessed and their progress is monitored by using the Teachers' College (T.C.) Assessments. Teachers go onto TC Assessment PRO and the STARS programs are used to analyze the data of their students. These online tools help to guide teaching between benchmark testing. Teachers are able to assign lessons for their students, targeting areas of need.

On the most recent T.C Assessments, the Current Reading Levels for September 2015, the students scored as follows:

In the Kindergarten, 15% of the ELL students are Pre Emergent readers, 53% Early Emergent , 17% are Level A and 12% at B-E. In the first grade, 23% of all first grade ELLs scored level 1, 27% scored level 2, and 27% scored level 3 and 22% performed at level 4.

81% of the ELL students in grade one performed at level 1 and level 2, 16% are entering, 20% are emerging and transitioning and 40% are expanding and commanding level ELL students. 17% of the ELL students are performing at level 3. These students are 90% expanding and commanding and the other 10% are emerging and transitioning level ELLs.

In the second grade, 92% of all second grade performed at level 1 and 2, 58 % are entering, emerging and transitioning ELL students. The remaining 7 % of the students are expanding and commanding level learners who are performing at level 3.

In third grade, 30% of all third grade scored level 1, 18 % scored level 2, and 30% scored level 3, 20% performed at level 4. Of the 99 % of the third grade ELL students performing at level 1 and 2, 56% are entering, emerging and transitioning students. The remaining 11% are expanding/commanding ELL learners.

In fourth grade, 23 % of all students scored at level 1, 10% scored level 2, and 33% scored level 3, 32% scored a level 4.

Of the fourth grade ELL students, 84% are scoring at levels 1 and 2 ,50 % are entering emerging and transitioning level learners, 45% of students are expanding/commanding learners who are scoring levels 1 and 2 also. The remaining 16% of fourth graders are expanding/commanding ELLs who are scoring at level 3.

In fifth grade, 90% of all fifth grade ELLs scored level 1 and 10% scored a level 2. 100% at level 1 are ELL students.

Of these, 61% are entering expanding/commanding students and 37% are expanding/commanding level learners who are

performing at level 1.

With this information in mind, classes are organized, ENL schedules are arranged, afterschool programs and support are planned and professional development is designed and implemented so that the student's needs are met at their differing levels.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

NYSITELL and NYSESLAT results are also considered when monitoring student progress and are included in the schoolwide academic focus for the school this year. This September, the patterns across proficiency levels and grades on the NYSITELL show that all language levels are equally represented in our kindergarten population. A majority of our first and second grade students are at expanding level, followed by expanding level students.

The data shows that our ELL students move through first and second grades building competencies and by the end of the third grade most of those students either test out of the ENL program or a small number are performing at expanding and commanding levels. We see this in the third grade where a majority of students are at commanding level and nearly an equal distribution of ELL students across all other levels.

In the fourth grade a majority of the students are performing at expanding levels followed by entering level. This data reflects the fact that we have had an influx of students who arrive in grades three and four in the past few years.

Grade five has nearly an equal number of expanding and commanding students representing 39% and 34% respectively. There are few emerging and transitioning students and 13% entering, reflecting a similar pattern as in the fourth grade.

Currently, 21% of our students are entering, 14% are emerging, 11% are transitioning, 35% are expanding, and 17% are commanding.

Overall, these results are consistent with the results of the ELA results, which show that reading/writing is the most difficult modality for most students. Looking at the data, it becomes clear that as the students move up in grades, the disparity between reading level and ELL level becomes greater. The reading levels seem to have improved a bit in comparison to years past but still our advanced level learners are not performing on grade level on standardized reading assessments, particularly when there are extended response questions. We see that the writing scores for our ELL population fall below their English speaking peers.

The new trend appears to show the greatest weakness is in writing for our current ELL population.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our school has yet to use the AMAO tool this year. While we are familiar with this tool/document, our attempts at "building" our own AMAO for this school year have been unsuccessful. We have, however, assessed and analyzed all reports and data available for our students.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

All ELLs who have been in this country for at least one year must take the ELA exam. This test is given only in English.

On this exam the results are as follows:

Of the current fourth graders, who were tested last year as third graders, 54% scored at a level one.

(Compared to 2013 when 100% scored at level 1), 9% scored a level 2 and 36% scored at level 3. No one scored level 4.

Of the current fifth graders, who were tested last year as fourth graders, 19% scored at a level 1.

(Compared to 2013 when 100% scored at level 1), 15% at level 2, 65% scored at level 3.

The other state test administered to the ELLs was the New York State Math Assessment. This test is offered in the student's native language.

The results of this exam are as follows:

Of the current fourth graders, who took the test as third graders, 36% scored a level 1, 33% a level 2 and 30% scored a level 3.

No students scored a level 4. (Compared to 2013 scores -64%, 24%, 11% and 0%)

Of those students tested, 42% of the students took the test with native language support.

Of the fifth graders, who took the test as fourth graders, 15% scored a level 1, 38% scored a level 2, 46% scored a level 3 and 0% scored a level 4. (Compared to 2013 scores -43%, 28%, 12% and 12%.)

Of those students tested, 23% took the test in their native language.

Twenty-six of our ELL students took the NYS science test last year.

Of the twenty-three, 1 (3%) scored on Level 1, and 25 students scored at Level 3 and 4. (97%)

Five students, representing 33% of the ELLs who took this test, were administered it in their native language.

The testing patterns seem to indicate that the abilities of those who scored level 3 are similar to the rest of the school population. Most of the children who scored levels 3 and 4 in their native language come from countries with a strong math/science background so they did well regardless of their English proficiency level.

In addition to being given the opportunity to take and respond to the Science test in their native language, the students were able to manipulate the materials during the Science exam and draw conclusions from their work. Although there was a focus on reading in this test, there was also a practical nature to the test that seems to have helped our students score higher scores than on the ELA.

More focus is needed on academic language and reading word problems, especially among children with weak literacy skills in both languages, because this may be a factor contributing to their low test scores in all testing areas.

Administrators, ENL teachers and classroom teachers of ELLs are all aware of the NYSESLAT, ELA, Math, Science and TC Assessment results for their students, and these data are used to drive instruction. ESL and classroom instruction is differentiated in order to focus on students' areas of weakness. Content area instruction includes all four modalities, so that ELLs have an opportunity to exercise their strengths- usually listening and speaking- while also working to improve skills in their areas of weakness- usually reading and writing.

The ELLs have the option of taking the state tests in their native language.

In math, 3/5 (60%) scored at a level 3 or above.

Scores were similar to those who tested only in English, but many of those students who scored at level 3 were advanced level learners.

Native language is used when newly arrived students don't have enough command of the English language to express themselves. They can label pictures or write in their native language which can then be translated into English. A classmate who speaks the same language can translate for the new student. (buddy) They can also read books in their own language or bilingual books.

In the Stand Alone ENL program the non-English children can be paired with another child or children who speak the same language as they work on learning the English language skills with their ENL service provider.

In the Integrated ENL service periods the child can sit at the same table with buddies who are more proficient in English who also speak the same language. These buddies can offer support as the students learn curriculum alongside their classmates.

Classroom and ESL teachers co-plan together during common prep periods to prepare for their co-teaching of the curriculum during the Integrated ENL periods.

Additionally, many of the school staff speak one or two languages and have been paired with our newly admitted ELLs to offer opportunities to speak in their native language throughout the day. These "Be Buddies" offer additional language and emotional support for those students who need extra support while acclimating to our school environment.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [\*ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)\*](#) section and [\*RtI Guide for Teachers of ELLs\*](#).]

The following data for this school year has been analyzed for our programming of classes, support services and afterschool AIS instruction. The analysis of this data guides the instruction and support that is provided to our ELL students throughout the year. This year our ELL students are concentrated in the Kindergarten, Grade 1 and Grade 2. (K is 21%, Grade 1 is 28%, Grade 2 is 17%) In the early grades, primarily Kindergarten, one quarter of our students have very few oral skills and they are busy listening and assimilating the sounds of English. They may understand what is being said and may respond by guessing what is expected from context or by imitating other students. Some students with greater understanding can produce some English words, phrases, and simple sentences related to social events. As they progress, students can understand written English when accompanied by concrete context such as pictures, actions and sounds. By grade 1, many of our students are performing well on listening and speaking but are still acquiring reading and writing skills, working at expanding (43%) or commanding (14%) levels.

This year, in particular, we have had many newly admitted students who are at the entering level. (24%)

A majority of our students in grade 2 are expanding level students who are working at improving their early literacy skills (35%) and commanding level students who are in transition from ELL to former ELL status. (24%) These students still require ELL support.

In the upper grades, grades 3-5 the majority of the student ELL population are performing at expanding and commanding levels. As students move toward the advanced stages of language acquisition, such as expanding, we find that students sound fluent in social situations, but still have trouble understanding and producing the complex structures of the language.

Their academic language skills are building and they are becoming more independent in the class.

Finally, as students reach fluency, such as commanding, they can produce language with varied grammatical structures and vocabulary comparable to native English language speakers of the same age.

Some examples of practices in place currently are small group instruction, utilization of components of balanced literacy that include guided reading and shared reading. Rich texts and big ideas are used in classroom instruction. Abstract language and concepts are

introduced to students as they learn about their world throughout all the grades. Key concepts are previewed, reviewed and revisited to reinforce student learning.

We scaffold instruction in the content areas to make it comprehensible for our ELL students. Teachers use visuals, realia, smart board and the internet to assist both teacher and students before and during instruction. ENL teachers employ the use of ENL strategies like TPR, chants, rhymes, songs, guided dialogue, language frames, and language games in their instruction as well. This year, as part of our school wide focus, we are working towards deeply developing skills in academic language across all grades in an effort to better meet the needs of all our students, in particular our ELL students. Teachers preview key concepts and challenging vocabulary and check for understanding of content in each lesson. This is done by using formal and informal assessments, daily, weekly, monthly and yearly.

In the class setting, the teacher frontloads vocabulary and important concepts asking open-ended questions to engage the students in discussion and dialogue. Buddy students who speak the same language assist by speaking in native language during groupwork and project based learning activities. Because research show that English oral language proficiency is closely related to academic achievement, literacy instruction builds on and expands students' existing oral language competencies to support literacy learning and content knowledge.

Building students' oral language skills means teaching specialized vocabulary (and the often-abstract concepts such words represent), as well as the specialized structures of language in academic speech and text—often referred to as elements of academic language. In these learning environments, students have opportunities to learn about, study, and discuss the language of texts. They then use this text-based content learning in interactive experiences like labs, demonstrations, dramatic plays, and debates that promote academic conversation and knowledge.

Strategies such as the following will help build fluency:

modeled fluent, expressive reading, shared reading of big books and other shared texts, repeated reading, choral reading, partner reading and reading along/recording with audio books and Imagine Learning.

6. How do you make sure that a student's new language development is considered in instructional decisions?

Second language acquisition is considered in all instructional decisions. Materials, activities and information are differentiated for our ELL students. Literacy instruction includes scaffolds to support students as they progress through the proficiency levels throughout the year. The ENL team has ipads available for instruction and support. These tools are regularly used by the students in class, as well as Imagine Learning licenses which have been assigned to our ELL students, to support language learning.

Classes are arranged and newly arrived students are placed in age-appropriate classes with educators who are well versed in ENL techniques and strategies. Teachers of these classes attend ENL workshops and professional development tailored to support their teaching for the ELL students in their class. ENL teachers offer support to both the classroom teachers and the students. Many ENL staff speak other languages, which can be used to assist some students in their language acquisition.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We evaluate the effectiveness of our programs by looking at all the data available. Programs like I Ready, Imagine Learning, Mathletics, and Go Math offer the opportunity for teachers to track their student's progress as they move through the respective programs. We look for growth on the NYSESLAT from year to year. We assess gains on the reading and math tests, as well as look at the performance on other state tests. We examine the performance of our students within the class, both on standardized assessments and in every day informal assessments, in conjunction with their teachers. We look for our students to be reaching the benchmarks that are age and grade appropriate. We are constantly self-evaluating and trying to improve our practices by knowing our students well and providing them with the service that is specific to their learning needs.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [\*ELL Policy and Reference Guide, ELL Identification\*](#) section.

ELLs are identified upon registration. Mrs Miller, the ENL Coordinator/ENL teacher is present at all registrations. Mrs Miller assists as the parent fills out the Home Language Identification Survey. If there are any questions regarding this form, Mrs Miller answers them at this time. If a translator is needed and available at registration, they are present as well. Our on-site translators include our parent coordinator Mrs. Cheng, Mrs. Miller, and our other ENL staff, Ms. Karanfiloglu, Mrs. Albanese and Mrs. Yang if either Mrs. Miller or Mrs. Cheng are unavailable.

For each registration, all forms are given out in native language of the parent.

An interview of the student and parent follows. During this interview, home language, schooling and confirmation of entrance date into USA, NYC and DOE is established. A small "exam" including grade level appropriate language questions and exercises are presented to the students. To be able to assign an accurate OTELE code, in conjunction with the interview, Mrs Miller reviews the HLIS form that has been filled. If the parent and student present that English is the dominant language and the HLIS survey indicates that the child primarily speaks English (numbers 1-4 and 5-8 are only marked "English" or have less than one and two responses marked on the respective questions) an OTELE code of "NO" is entered on the HLIS form, because this student's home language is English. The student does not need to take the NYSITELL. The form is marked accordingly and is kept in the cumulative record for the student.

If there is another language other than English indicated at the interview and on the HLIS form (#1-4 and 5-8 have more than one and two responses for another language checked) Mrs Miller teacher fills out the correct OTELE code, dependent on the native language spoken at home. It is noted that the child is in need of a NYSITELL exam which is administered within 10 days of their registration. The NYSITELL is administered by the ENL service provider or Mrs. Miller. Answer documents are printed and scanned in ATS. If the student speaks Spanish, a Spanish LabR is administered to the student and then scanned by Mrs Albanese, an ENL teacher.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Determining SIFE status begins at the time of the completion of the HLIS form and oral interview questionnaire. The parent is asked to indicate prior schooling after review of the educational history of the child through documentation and/or parent input. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish we will administer the LENS- Literacy Evaluation for Newcomer SIFE.

During the interview process Mrs. Miller, along with the pupil personnel secretary Mrs. Levine, ascertains the student's date of birth and gathers information about the last grade level of schooling that the student had. Initial SIFE status is indicated in the DOE's data collection systems no later than 30 days from initial enrollment on the BNDC screen of ATS. As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year.

SIFE status is removed once an ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

Currently, we have no SIFE students identified. If there was suspicion of SIFE, the SIFE questionnaire would be completed at time of registration to accurately be able to place and identify the student's needs.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [\*ELL Policy and Reference Guide, ELL Identification\*](#) section).

If the newly admitted student is a student with an IEP then eligibility is based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of a school/district administrator, a certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages, the director of special education or individual in a comparable title (or his or her designee), the student's parent or guardian. The school personnel who are on the LPT team are Mrs. Nigro, the assistant principal in charge of Special Education, Mrs. Miller, the ENL Coordinator, and Cindy Diaz, the school psychologist. The parent is also a member of the team, deciding whether or not their child has language acquisition needs.

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is present at each meeting of the LPT.

These procedures are used for initial entry into DOE schools or reentry after 2 years. The LPT team determines whether the student should take the NYSITELL. The LPT team considers evidence of the student's English language development, including the student's history of language use in the school and home or community, the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4, information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

Based on the evidence, the LPT team makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If/when the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL and follow the same procedures as outlined above.

If/when the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation.

If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student.

If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian is notified within 3 school days of the decision in the parent's/guardian's preferred language.

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Upon receipt of NYSITELL level, the student's individual service provider sends a NYCDOE standard parent notification letter of eligibility home to the parent/gaurdian. This is done within the 10 day window after initial registration.

A child who is entitled to ENL services will receive those services immediately and be reevaluated with the NYSESLAT, administered in the Spring. Within five days of NYSITELL testing, parents are invited into a Parent Orientation meeting to discuss Parent Choice options for programming. Parent Choice Surveys are collected and entered onto ELPC on ATS with the first twenty days of attendance.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Beginning in the 2015-2016 school year, parents have the right to appeal the ELL status of their child who has undergone the ELL identification process either at first entry or upon re-entry (re-entry after 2 years in a school outside the NYC DOE) . Individual NYSITELL scores are provided to the parents within five days of testing. The current eligibility documentation given to the parents states that the parents have the right to appeal the exam score. Mrs Miller and Mrs Cheng, the parent coordinator are listed as a contact on all documentation provided to the parents. Both are available to discuss any concerns about the NYSITELL scores with the parents.

The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time.

After a written request from either a student's parent or guardian or a student's teacher (if the teacher's request includes written consent from the parent or guardian) is received the reviews all documents related to the initial or reentry identification process. The school reviews the student's work in English and in the home language and consults with the parent/gaurdian.

If not already administered, the school may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL.

If the NYSITELL has already been administered, it cannot be re-administered. The student is administered a school based assessment by an ENL teacher to determine eligibility.

All findings are presented to the principal for final determination of ELL status. Parenst are informed in writing of the final finding and all documentation is sent to the superintendent for change of ELL status approval. The superintendent notifies the parent and the school in writing of the final outcome. Final status is noted on all documents and all documentation is placed in the students cumulative record folder. Within 6 months to 1 year, the progress of the student is monitored to determine accurate placement.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

At initial registration, if the student does not speak any English and it has been determined that they have language acquisition needs, Mrs. Miller reviews the program choices with the parents and discusses the parent's right to choose a program for their child. This is done in a one to one meeting in English and Chinese(Mrs Cheng/Mrs Yang), Spanish(Mrs. Miller/Mrs. Albanese) or Korean(Ms. Lee/Mrs Mun) if need be. Parents are offered the opportunity to view the ELL Parent Choice video and are given all relevant documentation in their native language, as determined during the interview process. Mrs. Miller reviews the three parent choices with the parents and answers any questions that they may have regarding their child's ELL status and placement.

For students whose language acquisition needs are determined after registration but before 10 days of enrollment, parents are informed in writing (in their home language) of their child's NYSITELL exam score with an eligibility letter. If their child has been determined to be an ELL student, the parent is invited to a parent orientation meeting where they are shown a video that explains all three program options. At this meeting they can view a video, which explains in detail their three program choices in their own language. At these meetings parents also have the opportunity to ask any questions they might have of the parent coordinator and ENL teachers as well as translators who are present to translate into all parent languages. The downloaded videos are available on the desktops of all the computers in the computer lab as well as on computers located in the ENL offices and Parent Coordinator's room. Parents are informed of their right to choose a program for their child and encouraged to ask any questions that they may have regarding the programs available. Assistance is given to any parent who needs help filling out forms, or understanding the program choices by the DOE pedagogues present at the orientation meetings.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Mrs. Miller regularly runs ATS reports like the BNDC to manage the Parent Survey forms and responses as they come in. When a form is not returned the service provider of the student places a phone call to the house to alert that another form is being sent home and to ask if there are any questions that the parent may have. This is done twice. If this form is still not returned, the service provider and teacher request a meeting with the parent. Many of these meetings take place during conferences or on parent engagement days throughout the year.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Parent choice and entry on ATS on the ELPC screen is monitored by an ENL service provider who is assigned that responsibility. After the parent has been given the form, Mrs. Miller or the ENL teacher assigned to this responsibility follows up with its return. Once returned, the parent choice is immediately entered on the ELPC screen in ATS and the form is copied and placed in the student cumulative records as well as the ENL Binder, stored in the ENL office.

Mrs. Miller regularly runs ATS reports like the BNDC to manage the Parent Survey forms and responses as they come in. When a form is not returned the service provider of the student places a phone call to the house to alert that another form is being sent home and to ask if there are any questions that the parent may have. This is done twice. If this form is still not returned, the service provider and teacher request a meeting with the parent. Many of these meetings take place during conferences or on parent engagement days throughout the year.

9. Describe how your school ensures that placement parent notification letters are distributed.

Service providers for each ENL student distribute eligibility and all parent notification letters. Copies are kept on file in the ENL office. We have both paper copies and more recently, electronic copies on file. Results and all documents (HLIS, NYSITELL, Parent Choice) are filed in the student's cumulative records as well as the ENL binder. Results are also entered onto a centralized list (Masterlist) available to all ENL staff and administration. This Masterlist is constantly updated as needed by the ENL Coordinator, Mrs. Miller as well as all ENL staff.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Returned original HLIS, NYSITELL exams, and Parent Survey forms are gathered by the ENL Coordinator or the service provider for that grade and then copied and colated into a file located at the school in the ENL office. The correct parent choice is entered into the ELPC screen for the student. Original forms are put into the individual student's cumulative record cards. Copies are kept in an ENL binder, housed in the ENL office.

A majority of the forms sent home, do come back to school. This year, 83% were returned.

For those forms which are not returned, the default program of Transitional Bilingual Education is recorded for that student, as per the CR Part 154.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All registered ELL students take the NYSESLAT exam each spring. ATS eligibility reports indicate which students are eligile for ELL services and for testing. A masterlist of the entire ELL register is reviewed along with the individual ENL teacher rosters of students who they service throughout the school year to ensure each student is correctly identified and tested with the NYSESLAT.

As the spring NYSESLAT testing period approaches, all documents are prepared for all ELL students. Within the designated time frame (usually 1 month) all ELL students are administered all modalities of the NYSESLAT. Typically, we administer the speaking first, followed by the listening, reading and writing. All testing occurs in a classroom, free from any extraneous noise and interruption. Testing sites are identified and assigned by the ENL Coordinator and administrative staff.

While approximate testing times may be outlined in the Test Administration Manual, all students are given as much time as needed to complete the exam.

All exams are administered by all ENL certified teachers, working in teams, to ensure that no service provider administers the test to their own students.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Service providers for each ENL student distribute eligibility and all parent notification letters after TELL scores are determined.

Copies are kept on file in the ENL office. We have both paper copies and more recently, electronic copies on file.

Results and all documents (HLIS, NYSITELL, Parent Choice) are filed in the student's cumulative records as well as the ENL binder.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Parent program selection forms dictate into which program a child is placed. As stated above, written materials are provided in the parent's native language and translators are available to help parents make informed decisions about their child's education and placement in a language program. Every effort is made to assure that parents are aware of all choices available to them.

This year, the current results of the parent choice letters reveal that most parents request ENL programs for their children.

The following data reflects Bilingual Language responses in K through 5:

Kindergarten -bilingual Chinese=4, Spanish=4, Korean=1 and Urdu=1

First grade- Chinese=2, Spanish=0, Korean= 3

Second grade-Chinese=4, Spanish=1, Korean=2

Fifth grade- Chinese=2, Korean =2

There are no requests at this time from parents in grades 3 or 4 for a Bilingual program.

This year, like the past few years, the majority of parents have opted for the Freestanding ENL Program. ( 60% in 2010 , 75% in 2011, 50% in 2013)

Some others within three language groups; Chinese, Spanish and Korean haverequested the Transitional Bilingual program, but due to the fact that transportation is not provided, and the lack of bilingual programs in their respective languages, parents have chosen for their children to remain at P.S. 21 in the Freestanding ENL program.

Five parents requested the Dual Languauge Program, which is not offered at our school at this time. Those parents have opted to remain in our school and participate in the Freestanding ENL program.

Our freestanding ENL program is aligned with the requests of the majority of our population. The next requested program was the

bilingual program. Most parents who preferred bilingual education, chose not to enroll their child in that program either because of transportation difficulties or because they wanted to remain at P.S.21. At this time, there are not sufficient parent requests for us to open a bilingual program. In the future, should more than fifteen parents of children in two contiguous grades request a bilingual program we will notify the parents of the opportunity for a bilingual class and open a bilingual class as required by the Aspira Consent Decree

The ENL teachers individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English .

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.

ENL instruction is delivered by Stand Alone ENL and Integrated ENL instruction models for the mandated minutes as determined by the five proficiency levels; entering, emerging, transitioning, expanding and commanding.

The students are grouped both heterogeneously by grade. We have organized the ELL students into classes that contain ELL and non-ELL students. The class make up for these classes is one-third to one half ELL/ transitional ELL students and the remainder of the class is comprised of fluent English speaking students. These class sizes initially are kept smaller than the rest of the classes on the grade in an effort to afford a space for newly arrived students as well as to afford the maximum amount of teacher-student time per child.

During Stand Alone ENL instructional time, students are grouped by proficiency and receive ENL instruction with a focus on language acquisition and language skills with a certified ENL teacher.

During the Integrated ENL service periods, the ENL teacher supports the content area instruction of the classroom. Therefore the instruction of the ENL service provider is aligned with that of the classroom teacher. The instructional approach used by the ENL service provider includes using Balanced Literacy in small groupwork; shared/guided reading, shared writing, and instruction aligned with the Foundations phonics program. The ENL service provider also provides support in content areas such as social studies and science, determined during the common planning with the classroom teachers.

- b. TBE program. *If applicable.*  
N/A

- c. DL program. *If applicable.*  
N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Each year the ENL teachers create a comprehensive list of ELLs, including each student's level of proficiency. The ENL teachers' schedules

are then based on the NYS mandates of 360 minutes for entering and emerging students, 180 minutes for transitioning and expanding students, and 90 minutes for all commanding students. Instruction for a majority of the students, for a majority of their ENL instructional time is provided in a Push In model as the ENL teacher and classroom co-teach content area lessons. Entering, emerging, transitioning and expanding students also receive Stand Alone ENL instruction with the ENL service provider. For some of these students, this instruction takes place in the ENL classroom, according to the guidelines outlined in the service charts provided.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Explicit ESL instruction is delivered using the Teachers College Workshop Model with read alouds, shared reading, shared and interactive writing. ELA instruction is delivered using Teachers College Reading Workshop and Writing Workshop which are aligned to the classroom's instruction and the Common Core Learning standards, as well as ENL New Language Progression standards. As stated above, the ENL teacher also provides content area support. Content areas are taught by pre-teaching vocabulary and focusing on language functions necessary to succeed in those various subject areas. Lessons are aligned to the common core standards for students and are differentiated for the ELL students keeping the language progressions in mind.

As we have a Free-Standing ENL program in place, instruction is primarily in English and class assessments are given in English. At the classroom level, buddies and teachers may assist individual students in their native language as an aide. Additionally, bilingual word for word dictionaries and glossaries may be used.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Language paraprofessionals have been assigned to several of our ELL students with special needs to ensure that they have access to and are fairly evaluated in their native languages.

The NYSESLAT and ELA are administered in English while the NYS Math and Science tests are offered in alternate languages. When necessary, or beneficial to the students, they may have the test available to them in their native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Throughout the year, students are evaluated in all four modalities using various assessments. Students are assessed through classroom participation, informal teacher observations, running records and published writing pieces. ENL teachers meet during common preparation periods to collaborate with the classroom teacher. During this time, teachers evaluate student progress in all four modalities and plan lessons that support and foster enrichment in all modalities. Using the school wide focus of multiple entry points, all four modalities are being supported.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

There are currently no SIFE students enrolled at P.S.21. Should our population include SIFE students in the future, they will receive additional instruction in the form of AIS programs, the Wilson Program, and SETTS. The extended day will also be used to give more individualized instruction to the SIFE students.

Newcomers receive 360 minutes of ESL instruction per week. They are in ENL-based classrooms where master teachers use Sheltered Instruction to make content comprehensible. These teachers attend Teachers' College seminars in order to learn to scaffold their balanced units of study. Certified ENL teachers generally push in to these classrooms for the mandated number of minutes each week to work with classroom teachers and students. Teachers use methods such as Total Physical Response, the use of visuals to access prior knowledge, and peer tutoring to differentiate instruction. The students receive small group instruction which is driven by the data attained through continuous assessment. ENL teachers provide test prep to help with different strategies and there is differentiated instruction in the classroom. The extended day also offers small group

instruction tailored to their individual needs. This is in addition to the mandated minutes of instruction provided to the ELL students.

There are very few long term ELLs at P.S. 21. Long term ELLs receive additional instruction from AIS teachers. They are also referred for professional evaluation for possible language processing deficits. Our current long term ELLs are students who receive Special Education services and have an IEP. Our ENL instruction is differentiated based on students needs and is driven by the data available in these students' IEPs.

In order to provide transitional support, ELLs who have reached English proficiency and who are recommended by their teachers, are included in advanced ENL groups and receive explicit ENL instruction from certified ENL teachers. ENL teachers and classroom teachers are involved in continuous discussions of such students' language needs, and the development of programs designed to help these children excel without constant ENL support. They are also provided with testing accommodations for two years and may receive extra support from other programs such as our AIS, SETTS, summer school or Title III afterschool programs.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel (ENL Coordinator and classroom teacher) and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Once students needs and IEP's are assessed, teachers plan strategies and materials to use to support learning. The instructional strategies used by teachers of ELL-SWD, in order to provide access to academic content, are modeling of good practices for core curriculum areas, differentiated materials, small group instruction, peer tutoring and reading/writing partnerships. Teachers frontload vocabulary, use pictures, repetition and visual cues to facilitate learning. In addition, grade level materials such as Wilson, Explode the Code, Foundations, Touch Math.. Technology, such as the smartboard, along with other computer programs such as Imagine Learning are also used to support phonemic awareness and language development.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All educational decisions for our SpELLs are made in conjunction with the SETTS provider, the classroom teacher, guidance counselor and PPT team. All service providers have open communication and access to the IEPs of students on their roster.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

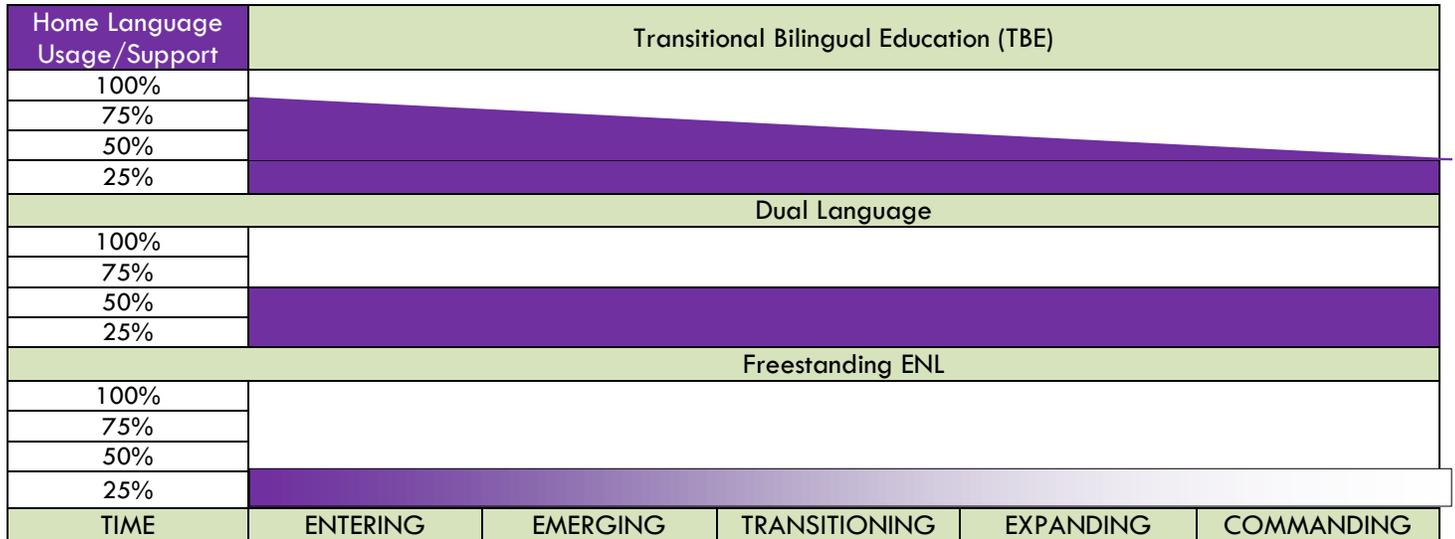


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

All AIS services offered during the school day and afterschool are delivered in English. There are currently three Academic Intervention Specialist that offer support for our students who are in most need. ENL students who are identified as in need of AIS are scheduled into AIS programs that are targeted to meet the student's needs. These are pull out programs using small group instruction in guided reading and small group instruction in "math club". Identified students are also offered support in the afterschool program, which also runs in cycles, consistently throughout the school year.

The ELL subgroups identified vary. In cycle 1; commanding and expanding students were targeted for support in our afterschool. Cycle 2 will focus on Entering, Emerging, Transitioning and Expanding students. Cycle 3 will focus on all ENL students who will taking the standardized state exams this year. Cycle 4 will offer afterschool to all levels of ENL students.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The current program appears to be successfully meeting the needs of our ENL population. The beginning data and ending data suggest growth at least by one reading level and the teachers report more fluidity in response and accuracy in math during class lessons and assessments. Most students are performing tasks and assignments alongside their English speaking peers successfully, as indicated by their informal and formal class assessments.

12. What new programs or improvements will be considered for the upcoming school year?

This current school year we have introduced the afterschool earlier than in the past and plan to have the program in effect throughout the entire school year. For this school year, Mathletics licenses have been purchased for all students to offer support and enrichment for all students. we continue to offer Imagine Learning licenses, on the computer, for our ENL students as well.

13. What programs/services for ELLs will be discontinued and why?

At this time no services will be discontinued for our ELLs.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELL students are invited to all school programs and supplemental services during and after the school day. Strategic planning identifies students and their levels. Based on this information, ELL students are grouped and offered supplemental services such as AIS during the school day or afterschool support in our Title III afterschool program.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The school uses Go Math for math instruction. All students use this program which provides ELL differentiation activities. Additionally, Mathletic, a computer based, leveled math program has been purchased and implemented for the support and enrichment each student. Students also have access to Imagine Learning, a computer based literacy program for ELL students and struggling students. This leveled program places and tracks students as they progress in their literacy skills. Targeted areas are identified to the teachers, calling attention to areas where the students need extra support.

Students also regularly use the computer lab of computer carts accessing technology for multiple assignments in the classroom. The TCRWP allows teachers to use a variety of materials to meet the needs of their students for literacy instruction in planned units of study. Additionally, teachers have access to and use the LLI program, which is used with small groups of students for guided reading. The Foundations program and all its components are used to phonics instruction in the early grades and for entering ELLs who have that language need.

ELL students have access to a library of leveled books in English as well as a library containing books in other languages.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Newly arrived and entering level students are partnered with buddy students who help to support the home language for these students while transitioning to English. Many of our staff members speak multiple languages and language paraprofessionals offer home language support to identified students.

ELL students have access to a library of leveled books in English as well as a library containing books in other languages.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Student age and grade levels are accurately established at registration, by checking the students date of birth and education history. When available, past report cards and academic reports are accepted and review in order to accurately place students in age appropriate grades.  
Mrs Miller or the pupil personnel secretary immediately informs the ENL service providers, classroom teachers and any other previously mandated outside service provider by notification in their individual mailbox of any newly admitted student who should be added to their roster.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
The school parent coordinator holds parent meetings to welcome the parents to the school and assist them as they accclimate to our school. These meetings occur at the onset of the school year and throughout the year. As previously mentioned, workshops are held to assist parents with a variety of services and identified needs.  
Our guidance counselors are always available to work with our newly arrived students and their families as they become accultured to our school. Sometimes the guidance counselors assist to guide students who are stuggling to make friends or adjust by seeing them for counseling.  
Afterschool programs identify newly enrolled students and offer langauge and cultural support/understanding for these students .
19. What language electives are offered to ELLs?  
As an elementary school, we do not offer langauge electives.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
-

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

We have designed our schoolwide focus around developing skills in academic language for all students. This focus will have a direct impact on our ELLs and focus on their needs. Teachers and administration meet and plan during the year to track and measure growth. During this inquiry time, teachers have analyzed data on their ELL students to determine level and needs. A plan was created around the needs of the targeted students that have been identified. This plan was designed to include multiple entry points in our teaching. These entry points were chosen as a means to instruct our ELLs with various learning styles. This information is used to drive instruction and to develop better understanding of our ELL learners and their needs.

There are grade meetings and professional development days for literacy and math where differentiated strategies are discussed with the classroom teachers. ENL teachers provide support and information for the staff on how they could better serve their ELL students. There are PD days dedicated to ELL instruction and support, which include support and instruction in the Imagine Learning program. Teachers and special educators are invited to attend these professional development days. Topics discussed are data, instruction, best practices, common core standards and modifications to curriculum which support ELL student's progress.

ENL teachers attend professional training with the network support specialists and through Teachers College.

All ENL teachers participate in Monday professional development activities in the school. They may choose from a variety of offerings that they feel would best fit their needs. Some professional development cycles have reviewed the new language arts progressions, held book clubs around ENL instruction and support in the classroom, reviewed and discussed different co-teaching models and their effectiveness in the push in model, and discussed differentiated instruction for ENL students.

The workshops planned for the 2015-2016 school year are; 10/8, 10/16, 10/30, 11/10, 11/17, 11/24, 12/8, 12/11, 12/15, 1/12, 1/19, 2/10, 2/11, 2/24, 3/8, 3/15, 3/17, 3/22, 4/12, 4/20, 5/10, 5/17, 5/26, 6/14 and 6/21. These workshops provide information in some of the following areas; ENL policy, procedures and compliance, Curriculum planning, SWD ELL, Promoting ELL parent involvement, CCLS and ELLs.

ENL teachers, along with classroom teachers and administration attend workshop days and work in study groups focusing on ELLs and their needs. Many workshops are designed to scaffold balanced literacy to suit the needs of ELLs. Information learned in these workshops as well as other staff development days are shared among the classroom teachers during common prepatory times as well as at grade meetings. Some of the the planned workshops and specialty area study group meetings for the 2015-2016 school year are; 9/29, 11/24, 12/17, 1/8, 2/24, 5/4.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

ENL teachers attend professional training with the network support specialists and through Teachers College. The TCRWP workshops address common core standards and ways to adapt the standards for the instruction of ELL students. These meetings are held at different sites where different topics are highlighted and discussed. Network training covers a variety of topics related to curriculum and instructional support that will assist the ENL learners in our school. Specialty groups form cohorts to study specific topics and practices specific to ENL students and allow for teachers to learn and grow while receiving ongoing support and guidance.

All ENL teachers as well as teachers of ENL classes attend these meetings. Professional development also takes place in school for teachers of ELLs. Imagine Learning representatives give professional development workshops to assist ENL teachers as well as teachers of ELL students with this computer based program. Additionally, ENL staff turn-keys information and delivers PD sessions to staff regarding ENL services and instructional support.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our fifth grade classes are semi-departmentalized in an effort to prepare the students from elementary school to middle school. Classes switch rooms for Math/ Science and Reading / Social Studies. Other classes are taught by out of class personnel so that the students become accustomed to the transition between subject areas and instructors. ENL services are offered in the push in model of instruction to support students in the curriculum matter as they progress in language levels.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [\*ELL Policy and Reference Guide, Professional Development\*](#) section.

Professional development is offered to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 is dedicated to language acquisition, including focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all new English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours is dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. All professional development days are documented in the Professional Development for the school. Additionally, the payroll secretary documents all workshops attended by teachers. She has, on file, copies of all workshops attended outside of the building. This ensures classroom and ENL teacher have the mandated hours of professional development in ENL. Teachers who attend professional workshop days submit their notes from their workshop to the assistant principal and file all notes and hand out materials in a Professional development workshop binder kept in her office.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parent engagement is scheduled for each Tuesday afterschool. At this time, small group and individual meetings are scheduled and help. Parents of ENL students are invited to attend all mandated orientation conferences and encourage to attend parent engagement meetings as well. During this time, the parent can meet with the ENL service provider and the classroom teacher to discuss their child's progress, assessment results and language needs in all areas. Staff members are available at these time to assist with translations, or the translation unit is called to assist in translating for these meetings.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

ENL student records are kept on a school created document. All ENL staff and administration is invited to view this document for addition and review. All legal forms and documents are kept on file in the ENL office as well as in the student individual cumulative record. These records include HLIS, Parent Surveys and NYSITELL and NYSESLET test documents.

ELPC is also entered on the ELPC screen in ATS and students are entered onto STARS under the service providers roster.

Parents sign in with the front desk when they attend all meetings in school. Phone calls are kept track of by the parent coordinator , teacher and/or the administrative staff. Copies of letters are kept on file for the school year either by the child's teacher or out of classroom personnell who meet with parents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Our parent coordinator has formed a panel of parents to form an advisory committee. These parents attend monthly meetings at the school to discuss their concerns and give their opinions and ideas regarding school related matters, workshops and networking. Our Parent to Parent link is organized by our parent coordinator in coordination with other schools in our district. Through this relationship we have been able to offer workshops for our ELL parents and their children with special needs. Workshops held have been on some of the following issues: Legal issues, knowing your rights as parents, ways in which to help their children at home, learning about and understanding the IEP, information on testing and testing accomodations, and information on middle school and making the transition into middle school easier for their children.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with several agencies and community based organizations to provide workshops and services to our ELL parents.

We have offered the parents the opportunity to take classes in several different areas. We partnership with the NYPD, FDNY, Colgate Bright Smile, Health Plus, Learning Leaders, Penny Harvest and City Harvest Food. Through these partnerships we are able to provide many opportunities for the parents of our ELLs.

The NYPD offers the New Immigrant Outreach Program which offers services for the parents such as legal consultation and fingerprinting identification for the children. The FDNY has held CPR classes for our parents. Colgate Bright Smiles offers free screening for our students and provides them with information about dental care. We have held workshops on health issues and health insurance with Health Plus.

The Learning Leaders offers tutoring for our ELL students who need extra support and cannot pay for tutoring themselves.

5. How do you evaluate the needs of the parents?

See narrative below

6. How do your parental involvement activities address the needs of the parents?

Our school provides many parent workshops throughout the year to assist families in a variety of ways. The ideas for our workshops are sometimes generated by the parents themselves in the form of evaluations or suggestions for workshops. We hold workshops on test taking strategies. We have offered Test prep for parents in ELA, Math and Science. We have literacy workshops, effective discipline workshops with a bilingual social worker, workshops on Reading Success. We have offered workshops on homework help. We've had a Saturday program on Heart Health and nutrition for parents and families.

Our Dollar Days and Coat Drives provide an opportunity for the parents to purchase clothes and coats for their families at a small cost, or in many cases no cost. The school also partners with a local woman's shelter to provide food and supplies for those families in need.

We have a monthly family night, open to all of our parents. The events are well attended by families of our ELL students. Some of our family nights include: Movie nights, Student of the Month celebrations, Family games, and workshops in Art and Literature.

This year, we have partnered with City Center to give both the students and the parents an opportunity to enjoy and have access to the rich culture and world of music offered through this institution.

Our school continues to look for new and exciting ways to involve our parents in the education of their children, in and out of the school building.

Parent involvement in our school is excellent. This past year we had 100% return of our school survey by the parents.

Parents of ELL students are on the PTA and are active in the classes of their children. Parents volunteer to help with trips and other school events such as schoolwide fund raisers, afterschool events such as PTA meetings and workshops.

Parents have also requested training as learning leaders for our school.

There are several parents of ELLs and former ELLs that assist with translations for meetings and at conferences.

We look at our community and our school population to determine the greatest needs of our parents. We provide social, economic help and academic workshops in an effort to address the needs of our community.

#### **D. Additional Information**

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

## Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **25Q21** School Name: **Edward Hart**  
Superintendent: **Ms. DiMango**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Upon registration, the ENL Coordinator, assess home language and assigns the OTELE code on the HLIS form. This data is entered into ATS by the secretary. Our secretary downloads the RHLA and the RPOB reports from ATS to identify the written translation and oral interpretation needs of our parents. This report is distributed to our ENL teachers and our Parent Coordinator.who keeps an updated list for distribution of materials, flyers and information to our parents in the family room. The school's Parent Coordinator also conducts a survey with the classroom teachers and gathers information regarding student language and home language needs. This list is managed and updated as necessary periodically, throughout the school year for distribution of materials, flyers, and other pertinent information that gets distributed home.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

We have four major languages represented in P.S.21; English 43% (students) Chinese26 % ( students) Spanish 18% (students) and Korean 10% ( students). We currently have approximately 5 Pashto speakers and 2 Italian students. These findings are reported to the school at the SLT meeting, the PTA Executive and General Meeting and in the school's bi-annual school newspaper.

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

A monthly parent letter describing the instructional goals of the literacy and math units of study is distributed in all grades in the parent's home language. This letter is available for translation through the GO Math, as part of the program. In addition, certain administrative letters or announcements are also sent home to parents in their native language. These letters are translated by the NYC Translation and Interpretation Unit. Teachers and other staff members pre-plan these units, notices or letters and submit the letters approximately 10 days in advance to ensure timely distribution.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Oral translators are hired for both the November and March Parent Teacher conferences to ensure parents have a meaningful conference and understand the expectations of the school and curriculum. Translators, either our own pedagogues or over the phone interpreters are also available at the ENL Parent meeting that take place throughout the school year. We have staff members and parent volunteers that assist during parent teacher conferences, the ENL parent meetings and during individual parent conferences throughout the year. Interpreters are always used during safety and special education meetings with parents who require this service. Oral translators and staff members are also used to administer student tests, in particular our Gifted and Talented testing, and the selected NYS examinations. We also use phone translators as well.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

For day to day communication with parents, staff members are available to translate and interpret. For letters sent home, the Translation Unit is contacted for translation. Documents are submitted at least 10 days in advance to ensure timely return of translated documents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Parent outreach meetings are held every Tuesday. For individual parent meetings, staff members are regularly available for interpretation on these days or the over the phone interpretation unit is contacted for assistance. For daily communication, staff members assist with parent interpretation.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The staff is informed of the Translation and Interpretation Unit phone number at a staff meeting held at the beginning of the school year. Additionally, the Translation and Interpretation Unit telephone number is included on the weekly calander as a reference for teachers.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

When parents register their students they are given a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and intepretation services. Also, in the main office on the counter, on a school bulletin board located by the main office, and in the family room, there is a notice that indicates translation services are available. In our school safety plan, it is stated that all parents regardless of language have access to the administrative offices. All major forms required to be signed are given in translated versions.

## Part F: Monitoring and Quality Control

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The parent coordinator is always available to the parents through telephone and email. The parent coordinator is also actively a part of the Title I activities throughout the year. The parent coordinator has formed a parent group of involved parents. This group regularly meets to discuss school matters and school improvement. The information gathered at these parent meetings is shared with the administration and staff as needed.

All letters and telephone calls are addressed directly with parents.

Parent surveys distributed also gathers feedback from parents yearly.